

Council on Postsecondary Education  
March 21, 2005

2004-05 Strategic Planning

Action: The staff recommends that the Council endorse the new public agenda for Kentucky's postsecondary and adult education system covering the period 2005-2010 (Attachment A), request the institutions to develop campus action plans in accordance with the guidelines and timetable outlined in Attachment B, and direct the staff to bring back to the Council for final approval in July: 1) final edits to the public agenda; 2) campus action plans for each of the public institutions, the independent sector, and the Council; and 3) an accountability framework and key indicators for tracking systemwide and institutional progress toward the advancement of the new public agenda and House Bill 1 goals.

## Public Agenda

The proposed public agenda is the result of a year-long process of information gathering, data analysis, and extensive conversations with stakeholders, partners, and members of the postsecondary community about the role of Kentucky's postsecondary education system in addressing the challenges and issues facing the Commonwealth in the coming years. A field review draft was posted on the Web in mid-January for broad review and comment. Postcards seeking comment were sent to approximately 3,000 people. Approximately 30 individuals submitted comments via e-mail and mail. In addition, the Council staff met with the following individuals and groups to solicit their advice and comment:

- Governor Ernie Fletcher
- Legislative leadership
- Institutional presidents and campus leadership
- Virginia Fox, Secretary, Education Cabinet
- Jim Holsinger, Secretary, Cabinet for Health and Family Services
- Jim Host, Secretary, Commerce Cabinet
- Brad Cowgill, State Budget Director
- Interim Joint Committee on Education
- Legislative Research Commission staff
- Ewell Balltrip, Center for Rural Development
- Prichard Committee
- Inter-Alumni Council
- Education Professional Standards Board
- AFL/CIO Executive Board
- Kris Kimel, Kentucky Science and Technology Corporation
- Coalition of Senate and Faculty Leadership
- Committee on Equal Opportunities
- Kentucky Board of Education
- Joe McCormick and KHEAA board members
- Kentucky Association of Adult and Continuing Education Executive Board
- Chief Academic Officers
- Chief Budget Officers
- Kentucky Press Association
- Sylvia Lovely, Kentucky League of Cities
- Associated Industries of Kentucky
- Gary Cox, Association of Independent Kentucky Colleges and Universities
- David Adkisson, CEO, Kentucky Chamber of Commerce
- Cabinet for Economic Development

The overall response to the draft was positive. All in all, individuals thought that the new five questions and the desired results proposed for each captured the main issues in need of attention by the postsecondary system over the next five years. Several editorial comments were offered and many have been incorporated into the final draft. Three overarching concerns emerged from the discussions and feedback:

- The need for the document to use bolder language and to convey a “sense of urgency” about the challenges facing the Commonwealth.
- Stronger emphasis on addressing the preparedness of high school graduates for postsecondary education.
- More discussion about the value of postsecondary education to the individual and on “quality of life” in the Commonwealth.

The staff made significant revisions to the working draft in response to these concerns and will continue to keep them in mind as it works with professional publishers in the layout and graphic design for the final publication.

### **Campus Action Plan Guidelines**

When the staff met with the leadership of the eight public universities, KCTCS, and the independent sector to solicit feedback and ideas on the draft public agenda, they also sought advice on the draft campus action plan guidelines, mission parameter development, and the process for revising the key indicators, all of which were outlined in the January 2005 agenda item. Attachment B contains a revised set of guidelines based on staff conversations with institutions and with the Council’s Executive Committee. A detailed timeline also is included.

These guidelines will be adapted for use by the independent sector and the Council for their respective action plans.

### **Key Indicators**

A Key Indicators Advisory Group was formed to work with the Council staff as it develops an accountability program for tracking systemwide and institutional progress in advancing the public agenda and House Bill 1 goals. The current membership is included as Attachment B-4 in the CAP guidelines. The group held its first meeting February 15 to discuss its charge and plan of work. A second meeting on March 3 focused on Question 3 indicators. The group will meet March 15 to discuss Question 5 indicators. The staff will seek the advice of the Seamlessness and Workforce/Economic Development Policy Groups on key indicators at the March 21 meetings. The attached timeline (Attachment B-1) outlines the key indicator development process and schedule in detail.

Public Agenda for  
Postsecondary Education in Kentucky  
2005-2010  
[working title]

Draft for Endorsement by  
the Council on Postsecondary Education

March 21, 2005  
(final approval by CPE expected July 2005)

For more information, go to  
<http://cpe.ky.gov/publicagenda/>.



# Introduction

**K**entucky's public agenda for postsecondary education has become a nationally recognized model for reform. The agenda calls for a fundamental, profound shift in the way the postsecondary system approaches its work: while institutions once competed against each other for their own interests, the public agenda challenges them to work *together* for the *common good*. It also urges the adult education system to eradicate illiteracy, which, according to the *Adult Education Act of 2000*, is a "fundamental barrier to every major challenge facing Kentucky." The motto of reform is "One Mission: Better Lives." The long-term goal is to raise the standard of living and quality of life in the Commonwealth above the national average by the year 2020.

*The Postsecondary Education Improvement Act of 1997* (House Bill 1) requires the Council on Postsecondary Education to review this public agenda every four years. The review began in early 2004 with an analysis of demographic, economic, and education data from 1997 to the present. Then, nine regional forums and a series of meetings with state policy, civic, and business leaders were held to find out what's working and where the system can improve.

This new public agenda reflects what we learned from our analyses and heard from concerned, engaged citizens all over the state. At the heart of this agenda are five questions—short, simple, yet powerful reminders of the public we serve. The questions have been revised to emphasize the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives.

These new five questions will guide the work of the entire adult and postsecondary education system from 2005-2010. The public universities, the Kentucky Community and Technical College System, the Association of Independent Kentucky Colleges and Universities, and the Council on Postsecondary Education (including Kentucky Adult Education and Kentucky Virtual University/Library) have developed action plans to move this agenda forward. The questions also serve as the framework for accountability measures that monitor our progress and encourage and reward behaviors that move us closer to our goals.

## The New 5 Questions of Reform

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

# Choosing our Future

This is a critical moment in the history of Kentucky's postsecondary reform. The system is poised to profoundly improve the lives of Kentuckians and the prosperity of the Commonwealth. The significant investments made in postsecondary and adult education since 1997 have produced impressive results: total enrollment in postsecondary education has increased 25 percent, degrees and certificates awarded have increased 48 percent, and per capita income has increased to 84 percent of the U.S. average. But without firm resolve and adequate resources, our momentum will stall.

One of two futures awaits us in 2020.

If we succeed in moving this agenda forward, life in the Commonwealth will improve. . .

- Kentucky will be acclaimed for its integrated, coordinated, and adequately funded system of education—from preschool through college and beyond.
- All students will understand what they need to know to succeed at the next level of education, and schools will prepare them for a successful transition.
- All students will complete at least two years of postsecondary education and will be prepared for transfer to a university or the skilled trades.
- Education will not end with a postsecondary degree. Kentuckians will seek advanced knowledge and skills throughout their lives to increase their professional mobility and keep pace with the demands of a knowledge economy.
- Postsecondary education will become a key strategy for creating good jobs, improving public health, and promoting civic engagement.
- Kentucky's population will grow as people realize the economic and cultural opportunities available here. An abundance of good jobs will keep Kentuckians working and living in the state and attract talented newcomers.
- Economic development and prosperity will be more evenly distributed across all geographic regions of the Commonwealth while communities preserve their uniquely "Kentucky" character.
- Business, civic, and education leaders will work in concert to improve their communities. Civic participation, volunteerism, and charitable giving will increase. Crime rates and reliance on public assistance will decrease.
- Public health will improve as diseases linked to obesity and smoking decline.
- Kentuckians will develop a passion for lifelong learning that is handed down to the next generation.

## THE 2020 IMPERATIVE

According to an analysis of U.S. Census projections, Kentucky will need nearly 800,000 working-age adults with a bachelor's degree or higher to match the projected national average in 2020; in 2000 we had only 402,000. Over the next 15 years, we need to nearly double the number of Kentuckians ages 25-64 with at least a four-year degree.

But if we fail . . .

- Too many people in Kentucky will think that college isn't for them or within reach. There will be too much leakage all along the education pipeline—high school students failing to graduate as well as college students failing to complete a degree.
- Kentucky will trail the nation on key indicators of educational progress—standardized test scores, high school graduation rates, and degree attainment.
- Close to half of our working-age adults will lack the literacy, mathematical, and reasoning skills necessary for jobs in a knowledge economy.
- College will be too expensive for a majority of capable, low-income or minority students, who will not exceed their parents' education level or quality of life.
- Most of the job growth in every region of the state will occur in low-wage, low-skill sectors of the economy, since Kentucky will not be able to compete with other states or nations for high-value jobs.
- The higher-wage jobs that do not require postsecondary credentials will relocate to undeveloped countries. The remaining dislocated workers will not have the education needed to compete for jobs with comparable salaries.
- Our best and brightest will leave Kentucky to pursue lucrative career opportunities elsewhere. High school seniors will attend out-of-state colleges and will not return to Kentucky to live and work. Emerging entrepreneurs will be lured to states with abundant intellectual and venture capital.
- Kentucky will fare worse than nearly every other state on most indicators of public health and will lead the nation in obesity, type II diabetes, lung cancer, and heart disease.
- Voting, volunteerism, and charitable giving will decline. Community development will stagnate.

Kentucky has a choice: we can keep moving forward to this better future or we can slip back to an unpromising past. Implementing this agenda won't be easy, but the rewards will far outweigh the costs. College-educated workers make more money, which increases a state's tax base and demand for goods and services. This in turn fuels the economy. According to a recent analysis by the Kentucky Long-Term Policy Research Center, **Kentucky could expect a cumulative increase of more than \$5.3 billion in revenue if we reach the national average in educational attainment by 2020.**

In 2002, Kentucky's progress toward postsecondary reform was characterized as:

*...nothing short of remarkable. To a striking degree, the reforms have addressed most of the issues identified just five years earlier and established the foundation for step-by-step progress over the next decade and beyond. Perhaps the most profound change over the past five years has been a change in expectations and frame of mind—among students, parents, business and civic leaders, postsecondary leaders, and the Commonwealth's policy leaders. There is a new sense of hope, pride, and confidence...the Commonwealth is leading the nation in demonstrating how sustained attention to education reform can bring about fundamental, long-term improvement in a state's quality of life and economy.*

Aims McGuinness  
National Center for Higher  
Education Management Systems

## QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students tell us they plan to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare each and every one of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or skin color—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

### PROGRESS

- Adult education enrollment has increased 135 percent in four years.
- Kentucky had the highest increase in the nation in the percent of adults with a high school credential from 1990-2000.
- More high school students are taking college preparatory courses. Since 1998, the number of dual enrollment courses taken in high school nearly tripled, and the number of AP courses almost doubled.



## HOW WE GET TO “YES”

- Postsecondary involvement in efforts to restructure the high school curriculum and assessments.
- Smoother transitions from high school, area technology centers, and GED programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- More high school students taking Advance Placement and college-level courses.
- Strengthened guidance counseling to provide early college awareness and planning.
- More explicit information from the postsecondary community about what it takes to succeed in college and the skilled trades.
- More adults participating in adult education programs and earning GEDs.
- Better coordination among KCTCS and adult education programs to provide low- or no-cost college remediation services.
- Better preparation and training for P-12 and adult education instructors and leaders at all levels.
- Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

## CHALLENGES

- Too many high school graduates entering college are not adequately prepared; compared to top performing states, middle and high school students perform poorly on national assessments, including the National Assessment of Education Progress, Advanced Placement exams, and the ACT.
- Minority and low-income students are not taking challenging courses in high school, do not score well on standardized tests, and often are not encouraged to pursue college.
- Adult education enrollment represents only 12 percent of adults at the lowest literacy levels.
- From 1995-2000, 11,351 people with less than a high school diploma between the ages 22-29 moved to Kentucky while 5,087 left the state, resulting in a net gain of nearly 6,264 under-educated young adults.
- Only 62 percent of 7<sup>th</sup> – 12<sup>th</sup> graders are taught by teachers with a major in their field, compared to 81 percent in top-performing states.

## PROGRESS

- Kentucky remains in the top third of states in providing affordable postsecondary education opportunities, according to *Measuring Up 2004*.
- Average tuition and fees at Kentucky institutions in 2003-04 were 25 percent below the national average.
- The cost of public postsecondary education as a percent of family income is unchanged from a decade ago.

## QUESTION 2: IS KENTUCKY POSTSECONDARY EDUCATION AFFORDABLE FOR ITS CITIZENS?

To increase Kentucky's intellectual capital, college must remain financially accessible, especially for families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition remains relatively low and the average financial aid award is high. However, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. We must strive to provide Kentuckians with the highest quality of education possible at an affordable price.

## HOW WE GET TO “YES”

- Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.
- Increased institutional productivity and efficiency to contain tuition and college costs.
- More integrated and aligned policies governing financial aid, tuition, and state appropriations aimed at reducing financial barriers for students and increasing institutional capacity to meet the educational needs of the state.
- More and better communication with prospective students and their families about financial aid opportunities and net college costs.
- Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.
- A re-examination of the Kentucky Educational Excellence Scholarship (KEES) program to ensure students are rewarded, not just for good grades, but also for taking rigorous courses.

## CHALLENGES

- While college in Kentucky remains affordable compared to other states, it is losing ground. The state's ranking in overall affordability slipped from 8 to 14 from 2002 to 2004.
- The purchasing power of the federal Pell grant has declined considerably over the last two decades. In 1980-81, the Pell grant covered 35 percent of the average cost of attending a public, four-year institution; by 2003-04, it covered only 23 percent, according to the College Board.
- Kentucky undergraduates borrow more than the national average. In 2004, the average loan amount was \$3,018.
- Adequate financial aid is not available for part-time students, a barrier for adults in the workforce.

## PROGRESS

- Since 1998, total enrollment in postsecondary education increased 25 percent.
- The number of GED graduates transitioning to college increased from 12 percent in 1998 to 20 percent in 2001.
- For the first time, a Kentucky 9<sup>th</sup> grader's chance for college exceeds the national average, up from 34 to 38 percent over the last decade.
- In the past decade, the college participation rate of minority young adults (ages 18-24) rose from 15 to 32 percent.
- At the state's public universities, the systemwide six-year graduation rate rose from 36.7 percent in 1998 to 45.3 percent in 2003.
- In 2003, 5.8 percent of all degrees conferred were awarded to resident African Americans, up from 4.4 percent in 1995.
- In 2004, 43 percent of first-time, full-time students completed a bachelor's degree within six years, up from 37 percent a decade ago.

## QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average. To do this, the postsecondary system must recruit and enroll more students, ensure more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching our goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline at both the undergraduate and graduate levels, including two- to four-year transfer students. If we succeed, everyone in the state, even those people who never set foot on a college campus, will benefit: more certificates and degrees mean more nurses, teachers, social workers, and public safety officers, not to mention cutting-edge medical research, technological innovations, and cleaner water and air. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and life in the Commonwealth.

## HOW WE GET TO "YES"

- Expanded outreach efforts at the state and grassroots level that focus on underserved regions and populations to increase the number of Kentuckians who value and pursue postsecondary education.
- Accelerated efforts to help more GED graduates transition to postsecondary education.
- Expanded capacity at public and independent institutions to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.
- Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.
- Expanded capability of our community and technical college system to deliver a general education component, incentives and encouragement for students to transfer from a two-year to a four-year institution, and reduced time to degree.
- Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- Incentives and rewards linked to increased degree production.

## CHALLENGES

- For every 100 9<sup>th</sup> graders, only 15 complete a degree.
- Minority and low-income students are much less likely to go to college than white, affluent students.
- The proportion of degree-seeking freshmen returning their second year is low and virtually unchanged over the last six years.
- The number of students transferring from two-year to four-year institutions was lower in 2003 than in 1998.
- Kentucky's graduation rate of 45.3 percent remains well below the national rate of 54.3 percent.
- In 2000, Kentucky ranked 47<sup>th</sup> in the nation in the percent of the adult population with a four-year degree or higher.

*Kentucky's reality is that we will sink or swim not on how well we educate our youth, but on how well we educate our entire population, whether age 15, 35, 55, or 75. For the most part, our workforce of tomorrow is just our workforce of today grown older.*

*As the baby boomers mature, Kentucky will become an aging state. Many people may find if they retire too early that they will run out of income before they run out of life. Kentucky must develop policies for retraining and retooling people. We must invest in educating not just our youth but each and every one of us. We must educate and re-educate, train and retrain.*

Ron Crouch  
Director, Kentucky State Data Center  
University of Louisville

## QUESTION 4: ARE COLLEGE GRADUATES PREPARED FOR LIFE AND WORK IN KENTUCKY?

When students leave our colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. At its best, postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As we expand our capacity to serve more students, we also must strive to improve the quality of learning at our institutions.

### PROGRESS

- College graduates perform well on licensure and teacher certification exams.
- Two-year college students score at or above the national average on Work Keys assessments.
- Public universities have made progress on measures of undergraduate student experience, especially "enriching educational experience" and "interactions with faculty members," according to the 2003 National Survey of Student Engagement.

## HOW WE GET TO "YES"

- Improved undergraduate student learning so that more graduates are prepared for careers and graduate and professional programs.
- Integration of civic literacy into the curriculum and the overall college experience so that students become engaged citizens and leaders.
- Development of student learning measurements that track the postsecondary system's contribution to the educational capital of the state and make comparisons against national benchmarks and other states.

## CHALLENGES

- Four-year college undergraduates score below the national average on assessments of writing, critical thinking, and problem-solving skills, according to *Measuring Up 2004*.
- The proportion of college students who vote, volunteer, and give to charity declined from 2001 to 2003, according to the National Survey of Student Engagement.
- Not enough Kentuckians score well on examinations needed for admission to graduate school, according to *Measuring Up 2004*.

## PROGRESS

- Federal research and development dollars per capita increased 92 percent from 1996 to 2002, the fifth-highest percentage increase in the nation for that time period. On this measure, Kentucky moved from 45<sup>th</sup> to 42<sup>nd</sup> in the nation.
- The Bucks for Brains program has dedicated \$700 million to support research and academic programs at the public universities; the number of endowed chairs is up from 55 in 1997 to 187 in 2004; professorships rose from 53 to 261.
- Since 2001, nearly 128,000 employees upgraded their skills through workforce education funded by Kentucky Adult Education and its Workforce Alliance initiative.
- Kentucky's per capita income increased from 79.3 percent in 1990 to 84 percent of the U.S. average in 2003.

## QUESTION 5: ARE KENTUCKY'S PEOPLE, COMMUNITIES, AND ECONOMY BENEFITING?

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, faculty and staff expertise, and the commercialization of research, colleges and universities spur economic growth and development. But just as importantly, our institutions produce individuals committed to the social and cultural welfare of their communities. The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. We also need communities that embrace art, literature, music, dance, and theater, because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress.

While the Commonwealth has taken significant steps to improve the competitiveness of Kentucky's economy, Kentucky's ratings on the Corporation for Enterprise Development (CFED) report card have not changed much in 15 years:

*"We are making progress, but so is everybody else... This is like a race, and we're at the back of the pack, and everyone else ahead of us is picking up speed. We have to take extraordinary steps if we are going to enhance our competitive position."*

Kris Kimel, President  
Kentucky Science and Technology Corporation



## HOW WE GET TO "YES"

- Greater emphasis on the role of postsecondary institutions as "stewards of place" that partner with business, civic, and K-12 communities to solve local, regional, and state problems.
- Stronger relationships with economic development partners to develop, attract, and keep jobs that will enable Kentucky to compete in the global economy and retain and recruit more college-educated workers.
- Expanded research capacity directed at the state's priority research and economic development areas.
- Greater efforts to attract more research dollars to Kentucky.
- The transfer of research and technology to applications that lead to economic growth, job creation, and improved quality of life.
- More adults earning workforce education certificates through expanded marketing to employers and employees. Better coordination of workforce training activities and resources across state cabinets and agencies.
- Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well being of the state.

## CHALLENGES

- Kentucky currently ranks 42<sup>nd</sup> in the nation in the amount of federal research and development dollars generated.
- In 2003, Kentucky had a per capita personal income of \$26,352, which ranked 41<sup>st</sup> in the U.S. and was 84 percent of the national average.
- Kentucky earned a "D" in economic performance, a "D" in development capacity, an "F" in financial resources, and a "C" in business vitality, according to ratings assigned by the National Corporation for Enterprise Development in 2004.
- From 1995-2000, 17,584 baccalaureate recipients ages 22-29 left the state while 16,186 moved to Kentucky, resulting in a net loss of nearly 1,400 college educated, young adults.

# Call to Action

Implementing this agenda will require a deliberate and renewed investment of time, energy, creativity, and resources. The need for adequate funding remains a major concern. Closing the gap between where we are and where we need to be will require a substantial, sustained financial commitment on the part of the Commonwealth.

Finding adequate resources for postsecondary and adult education in times of fiscal constraint is difficult. Revenue is needed from a variety of sources—tuition, philanthropic activities, and external grants and contracts—as well as reallocation of existing funds. A long-term strategy must be developed to generate and guide funding for research infrastructure, academic programs, workforce training, stewardship activities, financial aid, and adult learning to bring about economic prosperity and improved quality of life.

Kentucky's postsecondary and adult education system must do its part to move this agenda forward, but we cannot stimulate economic opportunity and remove barriers alone. The educational and economic aspirations of this state can be realized only through concerted and decisive action and sustainable resources.

We urge our partners, advocates, and other stakeholders all across the Commonwealth to join with us as we build on the early successes of reform and confront head on the challenges that remain.

## Guiding Principles

As we implement this public agenda, the postsecondary system and its partners pledge to:

*Work Together*—We will strengthen existing partnerships and reach out to new partners to accelerate our progress. We will remember that the early success of reform is due in no small part to the quality of our working relationships with education, legislative, community, civic, and economic development partners—both statewide and locally.

*Be Good Stewards*—We shall, at once, dedicate existing resources and target future investments to our highest priorities. We will garner public support for the value of adult and postsecondary education and make the case for sustained, adequate resources for the system. We will give our investors and beneficiaries solid evidence about the performance of the system, benchmarked where possible against appropriate standards. We will find innovative approaches that make us more responsive, efficient, and flexible. We will use technology in ways that improve learning and support services, extend access, and increase our capacity to serve students and employers. These strategies and practices will be informed by data and research. We will eliminate unnecessary red tape that makes it difficult to respond quickly and creatively to those we serve.

*Close the Gaps*—We will strive to close gaps in performance among students from different racial, ethnic, geographic, and economic backgrounds that exist for every measure of educational progress—preparation, participation, persistence, and completion. Leveling the playing field will require the Commonwealth to address issues beyond the classroom, like quality prenatal care, early childhood development, and increased opportunities for individuals with disabilities. But if we succeed, everyone in the Commonwealth will benefit.



## **2004-05 Strategic Planning Process Campus Action Plan Guidelines and Template**

### **Introduction**

This will be a “boilerplate” statement prepared by the Council staff explaining that the campus action plan responds to the public agenda, House Bill 1 goal, institutional mission, and regional priorities, and satisfies the requirement in HB 1 for a strategic implementation plan. The action plan covers the period 2005-2010 and will be reviewed each biennium, as statute requires.

### **House Bill 1 Goal**

The institution’s mission-specific HB1 goal will be listed here, i.e., goal two (UK), three (UofL), four (comprehensives), or five (KCTCS).

### **Mission Parameters**

Statute KRS 164.020 requires the Council to have a statewide strategic agenda and to review, revise, and approve the missions of the state’s universities and the KCTCS. Statute KRS 164.350 requires boards of regents and trustees to review their institutional missions to ensure consistency with the statewide strategic agenda.

The Council staff will work with the chief academic officers and the presidents throughout the spring to develop mission parameters for each of the public postsecondary institutions in Kentucky that:

- 1) Are consistent with House Bill 1 goals and other relevant statutes.
- 2) Recognize each institution’s distinctive role in the system.
- 3) Identify common elements of similar institutions.
- 4) Collectively address the needs of the Commonwealth as articulated in the public agenda for Kentucky’s postsecondary education system.

The Council has established five categories of mission parameters:

1. Program characteristics – Parameters within this category define the institution’s relative emphasis on instructional programs by level (i.e., certificate, diploma, undergraduate degree, graduate degree, and first-professional programs) and identify program areas of special emphasis (e.g., biological and health sciences, workforce development, distance learning and other alternative delivery programs, developmental education).

2. Student characteristics – Parameters within this category describe the general characteristics of the students to be served by the institution (e.g., level of academic preparation, age, socioeconomic status, residency, and working status).
3. Area of geographic responsibility – A description of the region within Kentucky for which the institution is responsible for assuring its educational, research, and service needs are met, either through direct provision or brokering of programs and services.
4. Research – Parameters within this category identify the institution's research role.
5. Stewardship responsibilities – Parameters in this category identify the institution's responsibilities in meeting the educational, economic, and community development needs of the region served by the institution.

Attachment B-1 includes the timeline and process of mission parameter development. Attachment B-2 is a sample template. It is expected that the parameters for an individual institution will be no longer than one page in length. Once approved by the Council in July 2005, the parameters will be incorporated into each institution's campus action plan for publication.

## **Priorities for Action**

This section lists the institution's highest priority initiatives and activities over the period 2005 to 2010 that respond to each of the five questions.

*Question 1: Are more Kentuckians ready for postsecondary education?*

*Question 2: Is Kentucky postsecondary education affordable for its citizens?*

*Question 3: Do more Kentuckians have certificates and degrees?*

*Question 4: Are college graduates prepared for life and work in Kentucky?*

*Question 5: Are Kentucky's people, communities, and economy benefiting?*

In selecting its priorities for action, the institution first should review carefully the successes, challenges, and desired results outlined under each question in the public agenda. Next, the institution should consider the needs and challenges of those it serves, the summaries of the regional forums, the Council's annual accountability report, current strengths and weaknesses as reflected in the institution's own strategic plan, and other campus data. (To view the draft public agenda and regional forum summaries, go to <http://cpe.ky.gov/publicagenda/>.)

As it develops this section, the institution should keep in mind the guiding principles in the public agenda: work together, be good stewards, close the gaps, and be accountable.

Priorities for action should be substantial and achievable. Since institutional key indicator goals for the accountability system will provide the specific quantifiable metrics for measuring progress toward achievement of the public agenda and action plans, it is not necessary to include quantifiable goals in the Priorities for Action

section of the campus action plan. Each campus action plan should have no more than 30 total Priorities for Action.

Attachment B-3 is a template organized around the five questions that should be used in developing the Priorities for Action.

### **Key Indicators of Progress**

This section will list the indicators that the Council will use to monitor the institution's contribution to the advancement of the public agenda and pertinent House Bill 1 goals.

A number of indicators will be common across all institutions (e.g., enrollment, retention, credentials awarded). Some indicators will apply only to institutions within a particular sector (i.e., research, comprehensive, KCTCS). And each institution will have an opportunity to select from a menu of options one to three additional indicators specific to its mission and HB1 goal (e.g., TheCenter or NSF ranking for UK). Discussions also are underway to link performance on one or more institutional indicators to the benchmark funding model.

The Council staff will work with the institutions throughout the spring of 2005 to develop the institutional key indicators for 2005 through 2010 (see Attachment B-1 for the timeline). Attachment B-4 lists the members of the Key Indicators Advisory Group coordinating this effort. The individual responsible for coordinating the development of the institution's Priorities for Action is encouraged to work closely with the institution's representative on this advisory group.

Once approved by the Council at its July 2005 meeting, key indicators will be incorporated into each institution's campus action plan for publication.

### **Benchmark Institutions**

This section will list the final set of benchmark institutions to be approved by the Council at its May 2005 meeting. These benchmarks will provide a basis for determining adequate base funding levels for Kentucky's public institutions as well as provide useful information for institutional key indicator goal-setting.

## 2004-05 Strategic Planning Process

### Campus Action Plan Development

| <i><b>Dates</b></i> | <i><b>Activity</b></i>                      | <i><b>Comments</b></i>  |
|---------------------|---|---|
| January-March       | Campus-based meetings                       | <ul style="list-style-type: none"> <li>Discuss draft campus action plan guidelines (mission parameter guidelines and process for developing statewide and institutional key indicators)</li> </ul>          |
| January 31          | CPE meeting                                 | <ul style="list-style-type: none"> <li>Discuss draft campus action plan guidelines (mission parameter guidelines)</li> </ul>  |
| February 15         | Key Indicator Advisory Group meeting (KIAG) | <ul style="list-style-type: none"> <li>Initial meeting of group to discuss charge and plan of work</li> </ul>   |
| February 28         | Presidents meeting                          | <ul style="list-style-type: none"> <li>Discuss draft campus action plan guidelines (mission parameter guidelines)</li> </ul>  |
| March 2             | Executive Committee meeting                 | <ul style="list-style-type: none"> <li>Discuss draft campus action plan guidelines (mission parameter guidelines)</li> </ul>  |
| March 3             | KIAG meeting                                | <ul style="list-style-type: none"> <li>Discuss Question 3 indicators</li> </ul>   |
| March 9             | CPE meeting mailout                         | <ul style="list-style-type: none"> <li>Include draft campus action plan guidelines (mission parameter guidelines)</li> <li>Include KIAG progress report</li> </ul>  |
| Week of March 14    | KIAG meeting                                | <ul style="list-style-type: none"> <li>Discuss Question 5 indicators</li> </ul>   |
| March 21            | CPE meeting                                 | <ul style="list-style-type: none"> <li>Approve campus action plan guidelines</li> <li>Staff discuss key indicator development with Seamlessness and Workforce/Economic Development policy groups</li> </ul> |
| March 21            | Chief Academic Officers meeting             | <ul style="list-style-type: none"> <li>Discuss 1<sup>st</sup> working drafts of mission parameters for each institution</li> </ul>  |
| Week of March 28    | KIAG meeting                                | <ul style="list-style-type: none"> <li>Discuss Question 1 and 4 indicators</li> </ul>   |
| April 6             | Presidents meeting                          | <ul style="list-style-type: none"> <li>Discuss mission parameter issues</li> <li>Update on development of key indicators (statewide and institutional)</li> </ul>   |
| April 12            | Executive Committee meeting                 | <ul style="list-style-type: none"> <li>Update on campus action plan development (mission parameters and process for developing statewide and institutional key indicators)</li> </ul>                       |
| Week of April 18    | KIAG meeting                                | <ul style="list-style-type: none"> <li>Discuss Question 2 indicators</li> </ul>   |
| April 25            |   | <ul style="list-style-type: none"> <li>1<sup>st</sup> draft of campus action plans due from institutions to CPE staff (mission parameters and priorities for action)</li> </ul>                             |
| Week of May 2       | KIAG meeting                                | <ul style="list-style-type: none"> <li>Final discussion of statewide and institutional key indicator framework</li> </ul>   |
| May 6               |   | <ul style="list-style-type: none"> <li>2<sup>nd</sup> draft of campus action plans due from institutions to CPE staff (mission parameters and priorities for action)</li> </ul>                             |
| May 11              | CPE meeting mailout                         | <ul style="list-style-type: none"> <li>Include status report on campus action plan process (mission parameters, priorities for action, and institutional key indicator framework)</li> </ul>                |
| May 16              | Presidents meeting                          | <ul style="list-style-type: none"> <li>Discuss draft campus action plans (mission parameters, priorities for action, and institutional key indicator framework)</li> </ul>                                  |
| May 22              | CPE meeting                                 | <ul style="list-style-type: none"> <li>Status report on campus action plans (mission parameters, priorities for action, and institutional key indicator framework)</li> </ul>                               |
| June 1              | SCOPE meeting                               | <ul style="list-style-type: none"> <li>Update on planning process</li> </ul>  |

| <i><b>Dates</b></i> | <i><b>Activity</b></i>                                       | <i><b>Comments</b></i>   |
|---------------------|--|--|
| June 5              | Executive Committee meeting                                  | <ul style="list-style-type: none"> <li>• Report on campus action plans (mission parameters, priorities for action, and institutional key indicators)</li> </ul>  |
| June 13             |  | <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> draft of campus action plans due from institutions to CPE staff (mission parameters, priorities for action, and proposals on institutional key indicators)</li> </ul>    |
| June 13-27          |  | <ul style="list-style-type: none"> <li>• CPE and institutional staffs negotiate final changes to draft campus action plans (mission parameters, priorities for action, and proposals on institutional key indicators)</li> </ul> |
| June 27             |  | <ul style="list-style-type: none"> <li>• Finalize campus action plans (mission parameters, priorities for action, recommendations on institutional key indicators)</li> </ul>  |
| July 6              | CPE meeting mailout  | <ul style="list-style-type: none"> <li>• Include final campus action plans (mission parameters, priorities for action, recommendations on institutional key indicators)</li> </ul>   |
| July 18             | CPE meeting  | <ul style="list-style-type: none"> <li>• Approve strategic planning package including campus action plans</li> </ul>   |
| September 18-19     | Governor's Conference on Postsecondary Education Trusteeship | <ul style="list-style-type: none"> <li>• Distribute strategic plan package</li> </ul>  |

Revised 3-9-05



**Mission Parameters**  
**[SAMPLE COMPREHENSIVE UNIVERSITY]**

1. Program characteristics

- Program levels
  - Baccalaureate
  - Master's
  - Degrees beyond the master's supporting teachers, school leaders, and other certified school personnel
  - Very limited associate degrees as needed in the immediate community
- Program emphases
  - Liberal arts core, including civic literacy and service-learning
  - Emphasis on teacher education and professional development, business, and programs supporting regional economic and community development
  - National programs related to [Sample University's program(s) of distinction]

2. Student characteristics

- Moderate selectivity
- Dual enrollment high school students, recent high school graduates, and working-age adults
- Predominantly residents from [region of Kentucky], highly qualified non-resident students in [Sample University's program(s) of distinction], and in high-demand fields

3. Area of geographic responsibility

- Metropolitan area surrounded by rural counties
- List of counties in region for which the institution has responsibility for providing or brokering services

4. Research

- Applied, particularly in fields that address the needs of the region and areas related to [Sample University's program(s) of distinction]

5. Stewardship of place

- Economic Development
  - Assess regional workforce, research, and commercialization needs, and developing or brokering programs and resources that meet these needs
  - Strengthen early childhood, P-12, and adult education
  - Support entrepreneurs and business leaders
- Community Development
  - Enhance local government leadership, effectiveness, and regional planning
  - Support the nonprofit sector to improve quality of life and community engagement
  - Expand the arts and improve the environment

**Campus Action Plan, 2005-2010**  
**[Name of Institution]**

**Question 1: Are more Kentuckians ready for postsecondary education?**

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students tell us they plan to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare each and every one of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students – regardless of income level, age, gender, or skin color – need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

*To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 teachers, [NAME OF INSTITUTION] will:*

- Priorities for Action
- Priorities for Action
- Priorities for Action, etc.

**Question 2: Is Kentucky postsecondary education affordable for its citizens?**

To increase Kentucky's intellectual capital, college must remain financially accessible, especially for families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition remains relatively low and the average financial aid award is high. However, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. We must strive to provide Kentuckians with the highest quality of education possible at an affordable price.

*To keep college affordable for financially needy students, [NAME OF INSTITUTION] will:*

- Priorities for Action
- Priorities for Action
- Priorities for Action, etc.

### **Question 3: Do more Kentuckians have certificates and degrees?**

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average. To do this, the postsecondary system must recruit and enroll more students, ensure more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching our goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline at both the undergraduate and graduate levels, including two-to four-year transfer students. If we succeed, everyone in the state, even those people who never set foot on a college campus, will benefit: more certificates and degrees mean more nurses, teachers, social workers, and public safety officers, not to mention cutting-edge medical research, technological innovations, and cleaner water and air. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and life in the Commonwealth.

*To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, [NAME OF INSTITUTION] will:*

- Priorities for Action
- Priorities for Action
- Priorities for Action, etc.

### **Question 4: Are college graduates prepared for life and work in Kentucky?**

When students leave our colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. At its best, postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As we expand our capacity to serve more students, we also must strive to improve the quality of learning at our institutions.

*To improve the quality of student learning, [NAME OF UNIVERSITY] will:*

- Priorities for Action
- Priorities for Action
- Priorities for Action, etc.

### **Question 5: Are Kentucky's people, communities, and economy benefiting?**

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, faculty and staff expertise, and the commercialization of research, colleges and universities

spur economic growth and development. But just as importantly, our institutions produce individuals committed to the social and cultural welfare of their communities. The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. We also need communities that embrace art, literature, music, dance, and theater, because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress.

*To support economic and community development and address the specific needs and challenges of its service area, [NAME OF INSTITUTION] will:*

- Priorities for Action
- Priorities for Action
- Priorities for Action, etc.

**Key Indicator Advisory Group**

**Institutional Representatives:**

James Chapman, Interim Vice President for Academic Affairs, ECU  
Ken Walker, Vice President, KCTCS  
Nathan Rall, Director of Institutional Research & Effectiveness, KSU  
Beth Patrick, Vice President for Planning, Budgets, & Technology, MoSU  
Fugen Muscio, Coordinator of Institutional Research, MuSU  
Carole Beere, Associate Provost & Dean, NKU  
Connie Ray, Vice President for Institutional Research, Planning, & Effectiveness, UK  
Shirley Willihnganz, Provost, UofL  
Dennis George, Academic Affairs & Provost Office, WKU  
Gary S. Cox, President, Association of Independent Kentucky Colleges & Universities

**CPE Representatives:**

Sue Hodges Moore, Executive Vice President  
Sandy Woodley, Vice President, Finance  
Sherron Jackson, Assistant Vice President, EEO & Finance  
Reecie Stagnolia, Deputy Commissioner, Kentucky Adult Education  
Sherri Noxel, Director, Information & Research  
Heidi Hiemstra, Senior Associate, Research & Policy Analysis  
Jonathan Pruitt, Senior Associate, Finance

**Other:**

John Hicks, Governor's Office of Policy and Management  
Jonathan Lowe, Education Policy Analysis, Legislative Research Commission